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ABSTRACT

This book explores the relationship between British parents and education in the context of education reforms and social changes in family life. The general argument is that the debates about British education reforms and corresponding parental roles have taken place without considering the various social changes that have been occurring in family life. The book explores the education policy debates of the last 50 years and reviews the social-scientific evidence on which they have been based, showing how the various educational and social reforms have been developed in particular political and social contexts. Following the introduction, chapter 2 considers the ways in which the policy content for educational change has been framed by debates about the nature of social welfare and education's relationships to families. Chapter 3 examines the developments in a social-democratic approach to social and educational policy, and chapter 4 examines how the relationships between parents and education were altered through changes in the policy context from a social-democratic to a right-wing political position. Processes in the United States and Great Britain are compared. Chapters 5-8 examine the ways in which the social-scientific research has been accumulated within the context of these changing policy proposals. Chapters 9 and 10 discuss the implications of educational changes for mothers' involvement in their own and their children's education, and of family-life changes. The concluding chapter integrates the information about how social researchers and social reformers have together developed the agenda for strategic policy developments. (LMI)

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